

AISD



Survey Report

**AUSTIN INDEPENDENT SCHOOL DISTRICT
STAFF CLIMATE SURVEY RESULTS 2008-2009**

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RESULTS FOR INTERNATIONAL HIGH SCHOOL

Survey results for International for the past 3 years are summarized here. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows ().⁸ To help put results in context, 2008-2009 results also are provided for all AISD High School campus staff. Table 2 provides an overview of the results for International by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive relationships among administrators, staff, teachers, and students. If International’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If International’s Overall Climate score was below 2.5, the campus did not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate. School Climate and Behavior Management subscale scores can be interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). International’s PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

Table 2. Subscale Scores for International and All High Schools for School Climate, PBS, and Safety

Subscale	International			All HS 2008-2009
	2006-2007	2007-2008	2008-2009	
School Climate subscales				
Community Engagement	n/a	n/a	2.57	2.93
Collegial Leadership	3.21	3.59	3.20	3.05

SCHOOL CLIMATE DIMENSIONS

The first step in improving campus climate is to look at the score for each of the Climate subscales (Table 2). These scores can help in identifying areas in which staff ratings were higher or lower than the desired subscale scores.

For 2008-2009, **the highest Climate subscale for Int**

Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance. This subscale consisted of 7 items that addressed the degree to which the principal met the social needs of the faculty and worked toward achieving the goals of the school. The individual item and average subscale scores for International and for all High Schools are shown in Table 4.

Table 4. Collegial Leadership for International and All Hi

Professional Teacher Behavior. This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty. The individual item and average subscale scores for International and for all High Schools are shownscale 7 Hi5-v7h

General Climate. These items measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals. The individual item and subscale averages for International and for all High Schools are shown in Table 7.

Table 7. General Climate for International and All High School Campuses

General Climate	International			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.21	3.50	3.73	3.28
27. Campus staff exhibit pride in their affiliation with the school.	3.44	3.51	3.58	3.17
28. Campus staff are willing to go out of their way to help.	3.16	3.67	3.55	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.10	3.59	3.29	3.05
30. Campus staff are committed to their jobs.	3.23	3.72	3.48	3.30
37. The goals of my school are made clear.	3.31	3.54	3.30	3.32
General Climate subscale	3.14	3.50	3.49	3.21

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

PBS. These items were new to the survey in 2008-2009 and addressed staff knowledge and behaviors related to PBS. Response options included *yes*, *no*, *don't know*, and *N/A*. For each item, the percentage of staff who answered *yes* and *no* are provided in Table 10, along with the average percentage of *yes* and *no* responses across the 4 items.

Table 10. Positive Behavior Support for International and All High School Campuses

Positive Behavior Support	International		All HS	
	2008-2009		2008-2009	
	No	Yes	No	Yes
56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.	3%	70%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	13%	60%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	10%	70%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	10%	77%	23%	51%
Average percentage	9%	69%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L. (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: It